



Pre-K in Tennessee

Tennessee Department of Education

March 2006

Presentation to Senate Education Committee

Purpose of Pre-K in Tennessee

Pre-K gives every child a great start. Access to quality Pre-K builds learning capacity to ensure all children begin Kindergarten with the skills for success.



Evolution of Pre-K in Tennessee

1998-99	\$3 million (state)	30 classes	600 children
2000-01	\$6 million (state) \$9 million (TANF) added in January	60 classes 90 classes added mid-year	1,200 children 1,800 children added mid-year
2003-04	\$10 million (state) TANF funding ended	147 classes	2,500 children
2005-06	\$10 million (state) \$25 million (lottery)	146 pilot classes 300 pre-K for all classes	8,900 children

- Pilot Pre-K serves 3-year-olds at a staff-child ratio of 1:8 and 4-year-olds at a ratio of 1:10
- School day is 5.5 hours with a comprehensive, age-appropriate curriculum
- Teacher quality requirements meet national standards of a BA for the teacher and recommends a CDA for the teaching assistant

What Constitutes 'Quality'

Tennessee meets or exceeds 9 of 10 national early education standards.

National Institute of Early Education Research's 10 Quality Standards:

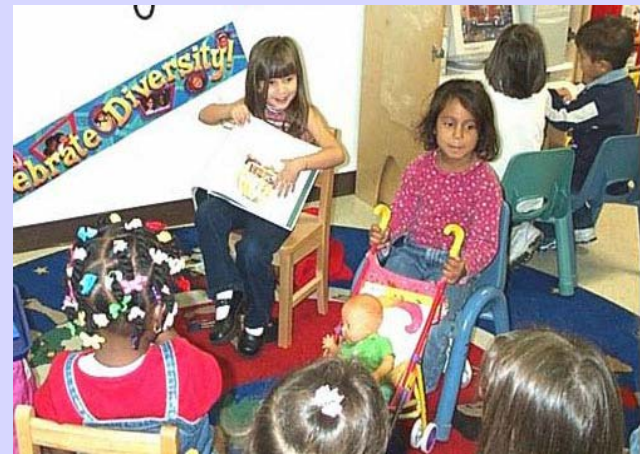
- Comprehensive curriculum standards
- Teacher required to hold BA
- Teacher must have specialized training in early childhood education
- Teaching assistant required to hold Child Development Associate certificate
- Staff must have 15 hours of professional development a year
- Class size does not exceed 20 students
- Staff-child ratio must be 1:10 or better
- Must provide vision, hearing and health screenings and 1 support service
- Must provide 1 meal
- Must conduct site visits

How Tennessee's Pre-K program measures up:

- Curriculum addresses physical, social-emotional and cognitive skill
- Teacher required to hold BA
- Teacher required to hold Pre-K endorsement
- Teaching assistant recommended to hold CDA
- Staff must have 18 hours of professional development a year
- Class limit 16 for age 3 and 20 for age 4
- Staff-child ratio 1:8 for age 3; 1:10 for age 4
- Tennessee currently requires a physical exam
- Children fed breakfast, lunch and snack
- Site visits required

Tennessee's Lottery Funded Pre-K

- 106 school systems participated in 2005-06 in unison with community partners
- 300 new classrooms were awarded
- 49 pilot and lottery classrooms are housed in a facility other than a school building

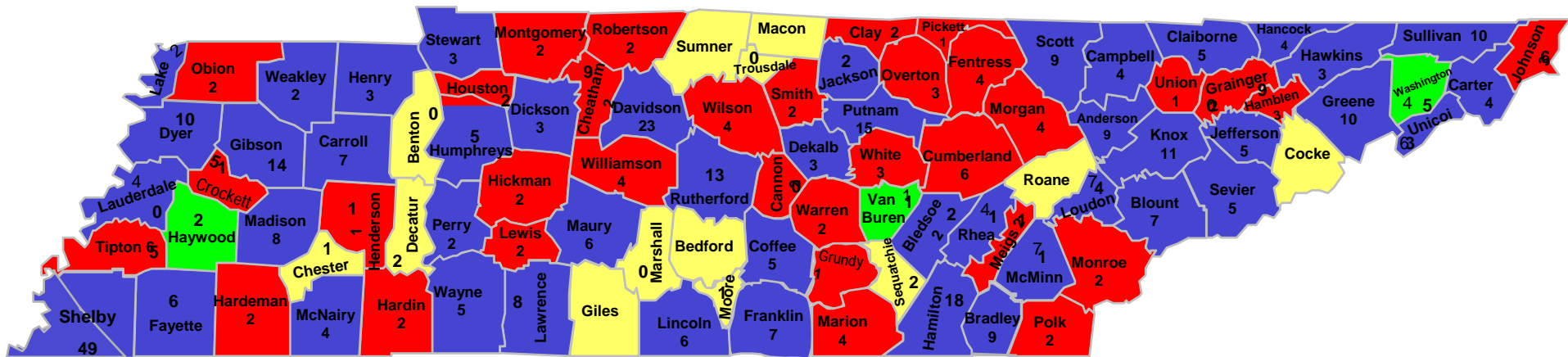


Tennessee's Lottery Funded Pre-K

- \$24,038,388 was awarded directly to participating school systems
- \$1 million was allocated to establish the Office of Early Learning (\$960,000 actual)
- \$6,595,946 was the statewide sum of local match funding
- Each participating school district created a community Pre-K advisory council of all local stakeholders

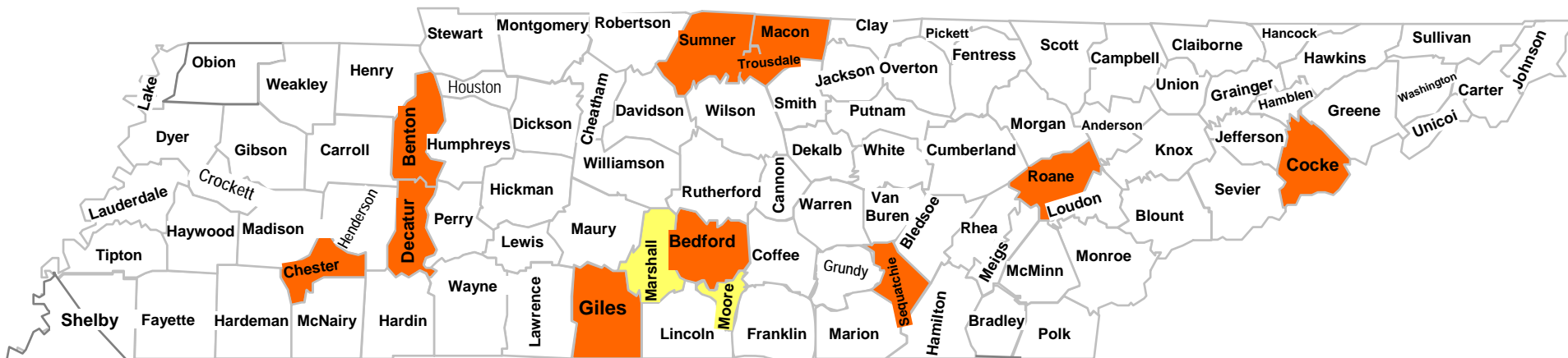


Distribution of Pre-K Classes in 2005-06



Pilot Pre-K and Lottery Pre-K	46
Lottery Pre-K	33
Pilot Pre-K	3
Neither	13

Counties Expected to Participate in Pre-K Expansion in 2006-07

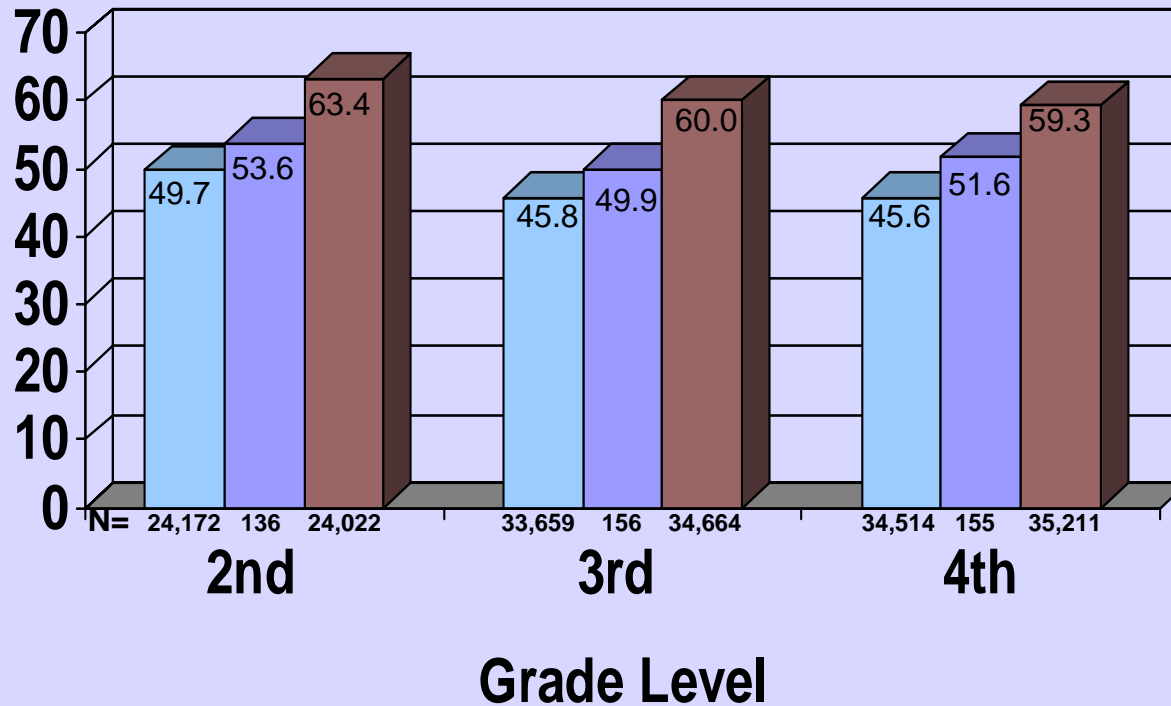


Counties that Intend to Apply for the First Time for 2006-07	11
Counties that have not Indicated Intent to Apply for 2006-07	2

“... Tennessee will have the supports in place to have one of the best preschool programs in the country. It's much less difficult to build a program with quality than to go back and add it in later.”

- Steve Barnett, director of NIEER

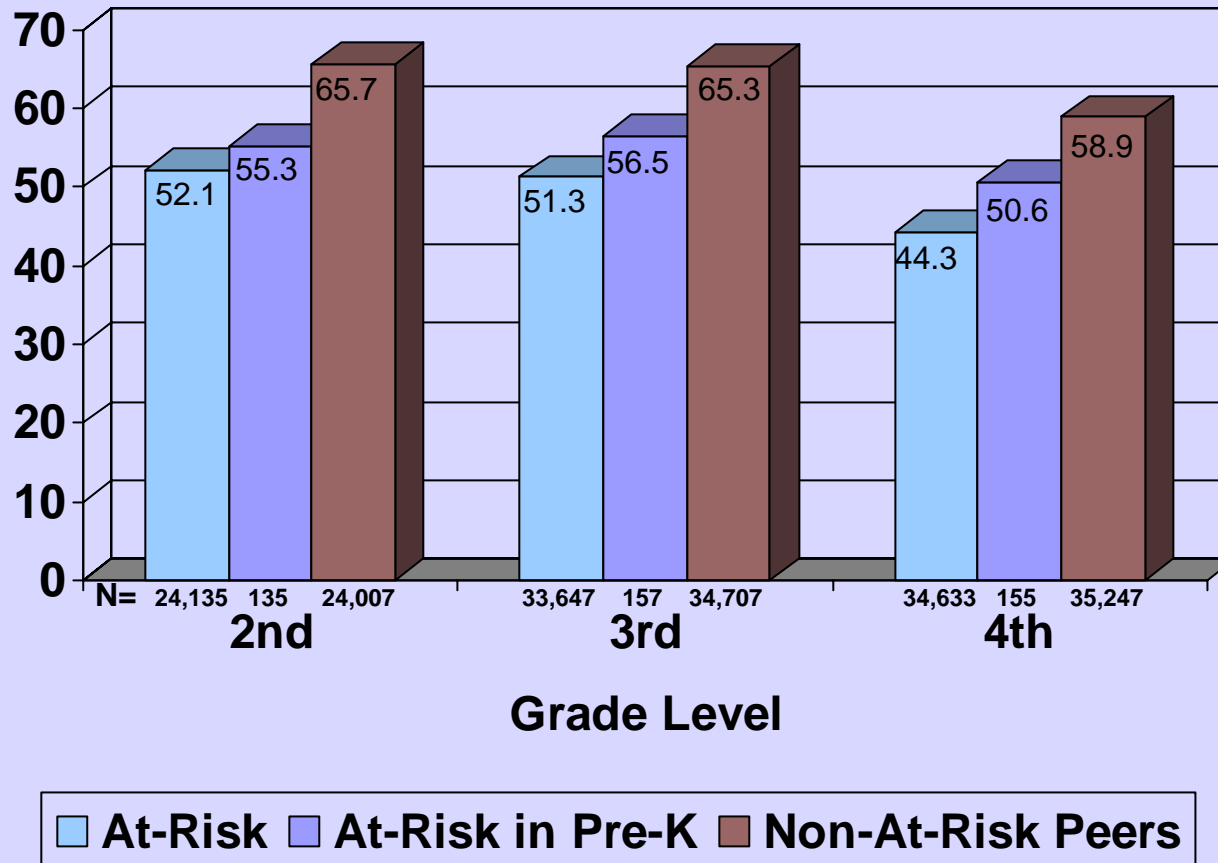
Cohort I – Reading NRT Results



At-Risk At-Risk in Pre-K Non-At-Risk Peers

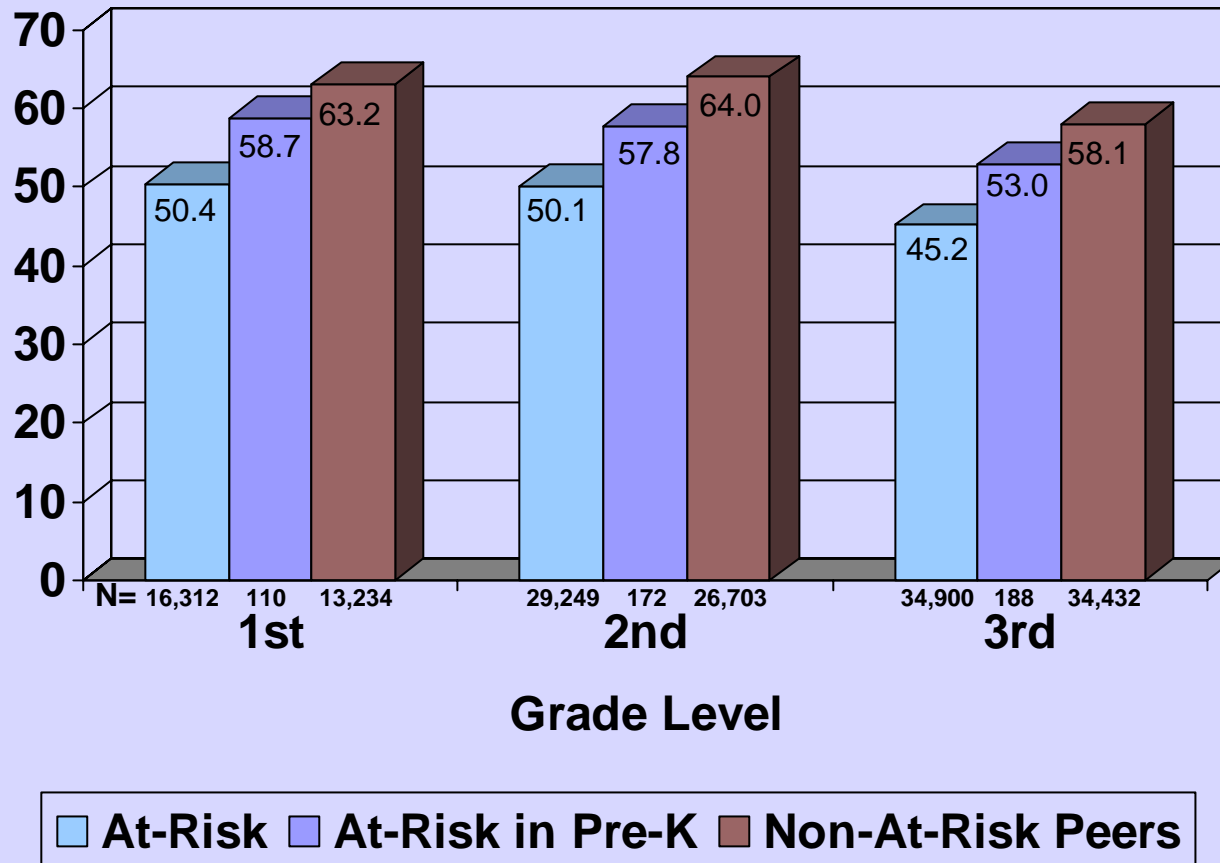
* Cohort I = began Pre-K in 1998-99

Cohort I – Math NRT Results



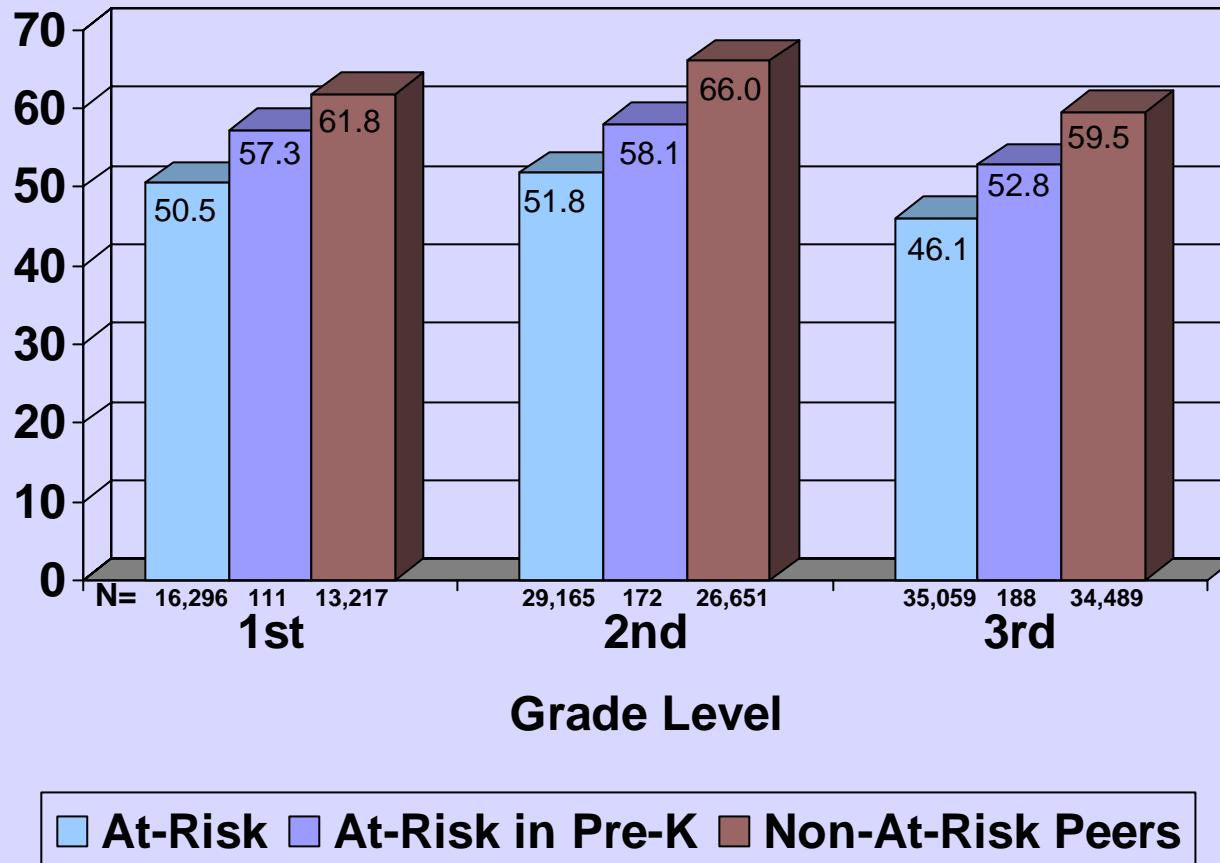
* Cohort I = began Pre-K in 1998-99

Cohort II – Reading NRT Results



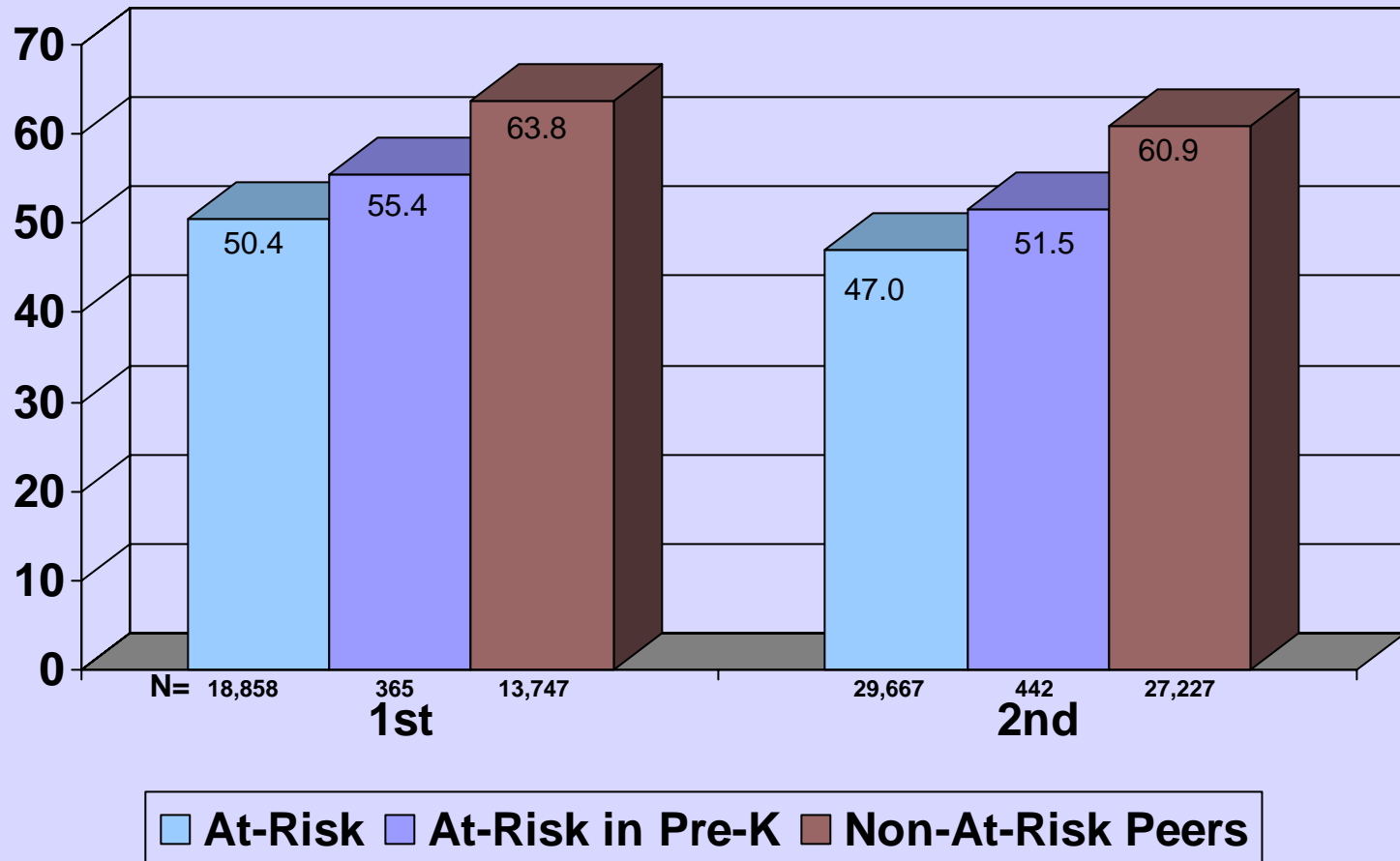
* Cohort II = began Pre-K in 1999-2000

Cohort II – Math NRT Results



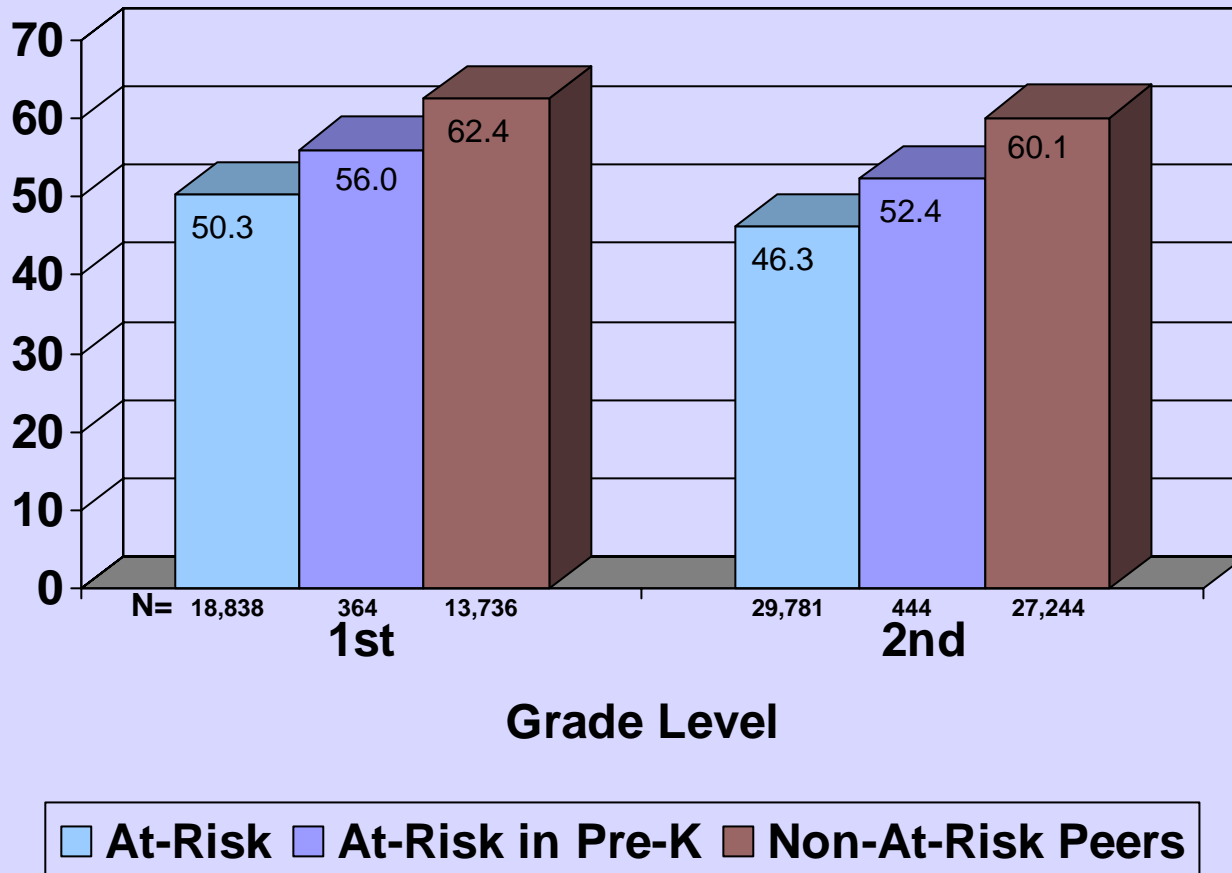
* Cohort II = began Pre-K in 1999-2000

Cohort III – Reading NRT Results



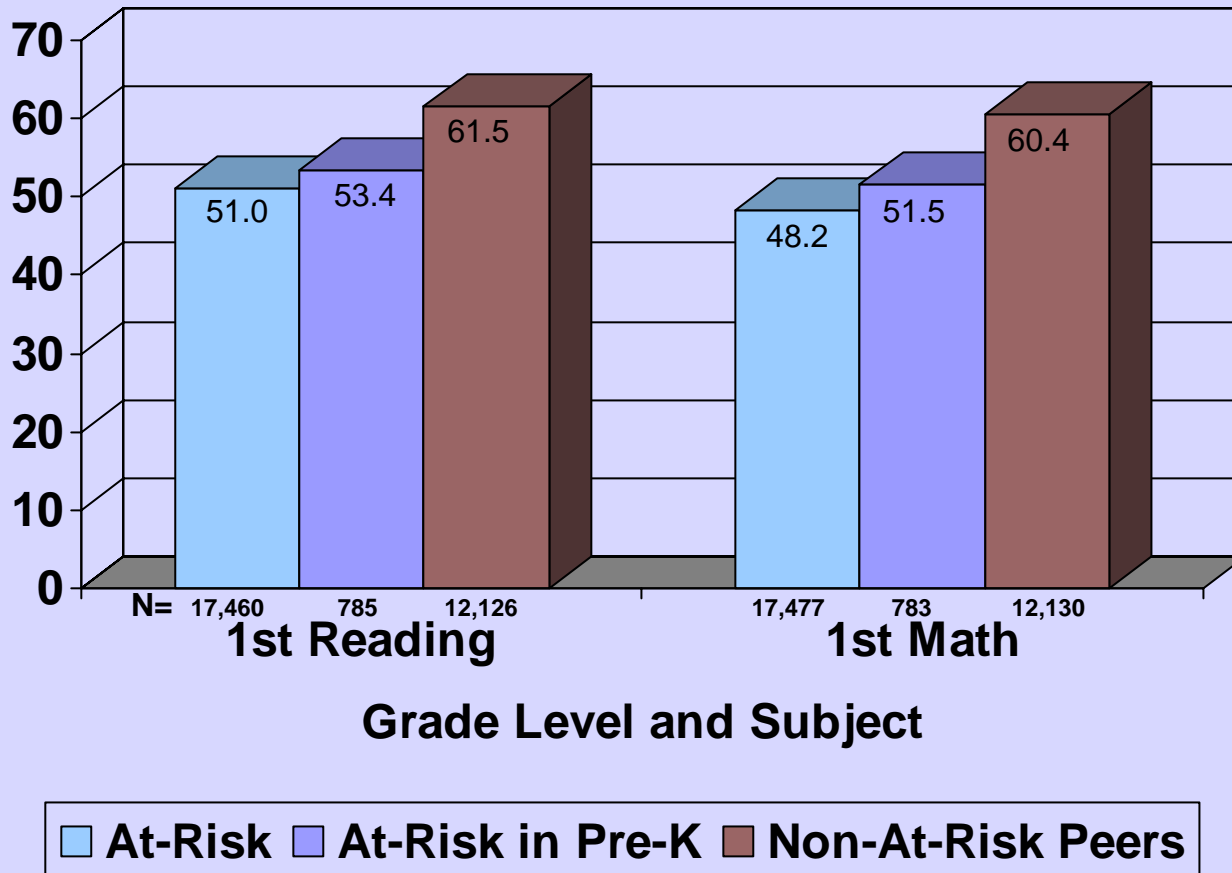
* Cohort III = began Pre-K in 2000-01

Cohort III – Math NRT Results



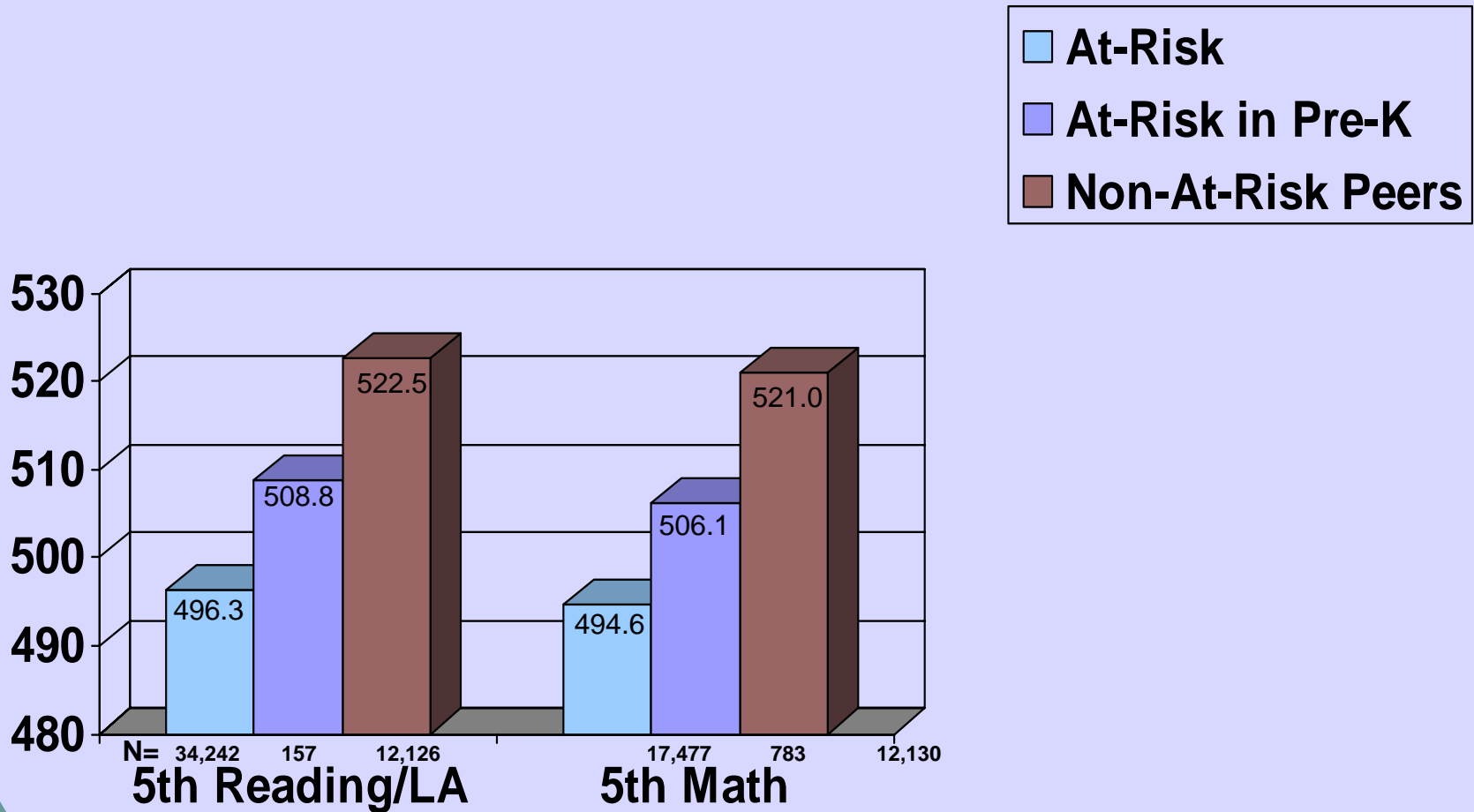
* Cohort III = began Pre-K in 2000-01

Cohort IV – NRT Results



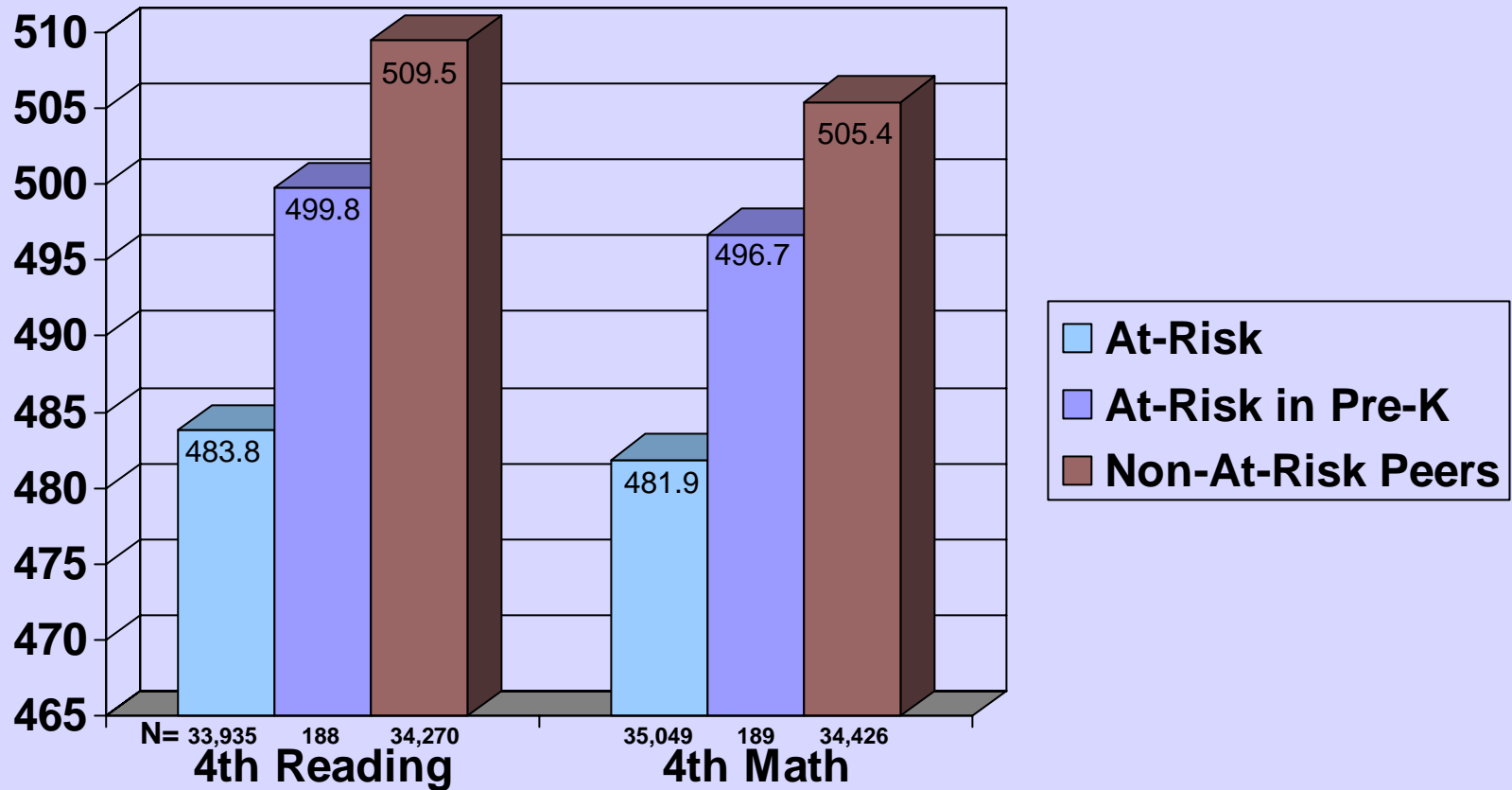
* Cohort IV = began Pre-K in 2001-02

Cohort I – CRT Results



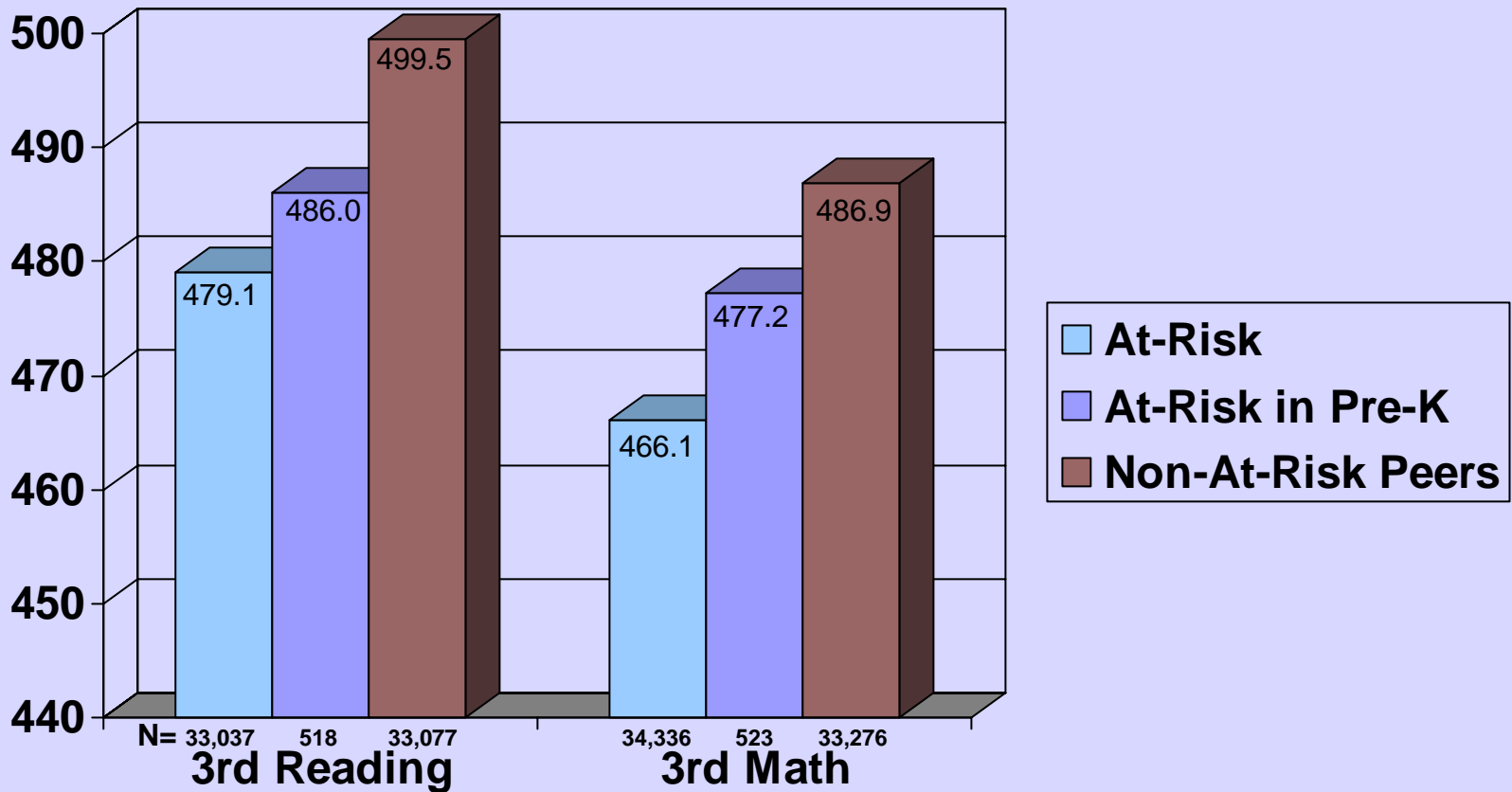
* Cohort I = began Pre-K in 1998-99

Cohort II – CRT Results



* Cohort II = began Pre-K in 1999-2000

Cohort III – CRT Results



* Cohort III = began Pre-K in 2000-01

Plan for Tracking Performance

A longitudinal data analysis of student achievement will be used to determine effectiveness of Pre-K program.



Pre-K and Fade-Out

The quality, quantity and consistency of stimulation will determine the number of brain synapses that are formed and how those connections will function.

(Schiller 1997)

- The learning that occurs during a quality Pre-K program must be reinforced each subsequent year
- Fade-out is a symptom of quality interventions not being sustained throughout a child's education, not symptomatic of a shortcoming in how early gains were achieved
- Fade-out is combated through continuous exposure to quality instruction
- In the same way we would not expect one year of exercise to maintain a lifetime of physical fitness, one year of quality instruction cannot be held responsible for producing lifelong academic gains

The At-Risk Factor

38,000 to 40,000 four-year-olds in Tennessee are at-risk due to low family income

- Children raised in households with incomes in the lowest 20th percentile on average earn ability scores 15 points lower than their economically advantaged peers. Jan. 2006 (<http://nieer.org/resources/files/Benefits.pdf>)
- Low SES has more impact on cognition scores than any of the other factors such as race, ethnicity, home reading, family educational expectations, etc. (Economic Policy Institute 2002)



The At-Risk Factor

38,000 to 40,000 four-year-olds in Tennessee are at-risk due to low family income

- Research has linked family income to the number of words the average child is exposed to per hour (Hart and Risley, 1995):
- At-risk children without intervention begin school 18-24 months behind their more advantaged peers. (IBID)



Welfare	616 words/hour
Working Class	1,251 words/hour
Professional	2,153 words/hour

What We Know About Early Childhood Development

- Quality Pre-K programs increase academic achievement, educational attainment, graduation rates, college-going rates, future earnings, and employment rates (Ramey and Ramey)
- Quality Pre-K programs decrease dropout rates, crime, grade repetition and welfare dependency (High/Scope Perry Preschool Project)
- For every \$1 invest in Quality Pre-K programs economists estimate return of at least \$3 (Lynch 2004) and as much as \$17 (www.rand.org/pubs/monographs/MG341/)
- 90 percent of brain development occurs before Kindergarten (National Research Council and the Institute of Medicine)

Pre-K Efficacy



Teacher Leslie Brewer from Henry County Schools said,

“Last year we had 12 four-year-olds enrolled in our preschool program. All of these children qualified as speech or learning impaired and received services as such. As these children prepare to enroll in Kindergarten next fall, a re-evaluation revealed that 7 of the 12 no longer met the standards for a disability. VERY EFFECTIVE!!!”

Pre-K Efficacy

Pre-K Coordinator Vera Jones stated in January,

“Milan Elementary has 885 students pre-K – grade four. Today was our school spelling bee. Of the top 30 spellers, I noticed something wonderful!!! Seven of these children had been in our early childhood pilot program as pre-K students. Isn’t that something to brag about!”



From the *Carroll County News-Leader* on March 15, 2006,

“Huntingdon Primary School Principal Leanne Bailey says she has seen significant improvements among her school’s pre-K students. ‘In all three pre-K classrooms, no child could identify all upper and lower case letters,’ Mrs. Bailey said. ‘By the semester break, 80 percent of the children could identify all upper and lower case letters ... I wish the Governor and legislature could know what a powerful impact the funding has made,’ she said.”

Pre-K Efficacy

TACIR evaluated the RAND Corporation report *Improving Student Achievement* (2000). The major findings support expanding Pre-K programs- especially for at-risk children.



- ❑ Pre-K is one of the most cost effective means of improving achievement
- ❑ Increases in Pre-K expenditures correspond up to a nine percentile increase in achievement

Tennessee Non-Education Organizations that Support Pre-K

- The United Way
- The Niswonger Foundation
- Bristol Motor Speedway
- Kodak Eastman
- Tennessee Association Chiefs of Police
- Tennessee Sheriff's Association
- Tennessee District Attorneys General Conference
- Nashville Chamber of Commerce
- Memphis Chamber of Commerce
- Hyde Family Foundation
- Cal Turner Family Foundation

National Non-Education Organizations that Support Pre-K

- Corporate Voices for Working Families
- The RAND Corporation
- The Business Roundtable
- Committee for Economic Development
- Minneapolis Federal Reserve
- The Pew Charitable Trust
- The Brookings Institute

Pre-K Equals Success in Tennessee

From Pre-K to College

Every Child

Every Day

**College
Bound***

*With a HOPE
Scholarship*



*Official motto of Memphis City Schools